

The information received from the first administration of AMP will give the state, districts, schools, and classrooms information about what students are learning and which areas of the new standards need additional focus and support.



<p><b>The Standards Based Assessments (SBAs) were a custom assessment for Alaska.</b></p> <ul style="list-style-type: none"> <li>Items aligned to Alaska's Grade Level Expectations</li> <li>Items reviewed by Alaska's teachers</li> </ul>	<p><b>AMP is a custom assessment for Alaska.</b></p> <ul style="list-style-type: none"> <li>Items aligned to Alaska ELA &amp; Math Standards adopted in 2012</li> <li>Items reviewed by Alaska's teachers</li> <li>Passages written by Alaskans</li> </ul>
<p><b>The Grade Level Expectations (GLEs) were "first generation" standards.</b></p> <ul style="list-style-type: none"> <li>Reiteration of the Performance Standards adopted in the 1990s</li> <li>Only covered grades 3 - 10</li> <li>"A mile wide and an inch deep"</li> </ul>	<p><b>The Alaska ELA and Math Standards are K - 12 standards that prepare graduates for post-secondary options without remediation.</b></p> <ul style="list-style-type: none"> <li>Developed with learning progressions</li> <li>More rigorous and focused</li> </ul>
<p><b>The SBAs were a paper-pencil test.</b></p> <ul style="list-style-type: none"> <li>Limited to multiple choice, short answer, and essay questions</li> <li>Districts had to pay to ship materials to schools</li> </ul>	<p><b>AMP is a computer-based assessment.</b></p> <ul style="list-style-type: none"> <li>Innovative, technology-enhanced questions (TEs) which utilize tools such as highlighting, drag/drop, drop-downs</li> <li>More interactive and engaging</li> <li>Districts no longer have to ship and securely store large numbers of test materials</li> </ul>
<p><b>The SBA questions measured individual GLEs.</b></p> <ul style="list-style-type: none"> <li>Questions measured on isolated skills</li> </ul>	<p><b>AMP technology enhanced items are designed to measure related concepts and skills in a single test item.</b></p> <ul style="list-style-type: none"> <li>More integrated and efficient (one item may measure multiple standards)</li> <li>Designed to reflect the way teachers teach and students learn</li> </ul>
<p><b>The SBA was limited in the type of accessibility features</b></p> <ul style="list-style-type: none"> <li>Paper and pencil assessments provided limited accommodations to students with disabilities</li> </ul>	<p><b>AMP increases accessibility for all students.</b></p> <ul style="list-style-type: none"> <li>Universal Tools that allow student to test the way they learn (highlighter, search, calculator)</li> <li>Standardized method for any student to receive support with reading the math portions of the test with a computer-based read aloud tool</li> </ul>
<p><b>The SBAs measured student proficiency.</b></p> <ul style="list-style-type: none"> <li>The SBAs were designed to provide data for No Child Left Behind and Adequate Yearly Progress (AYP)</li> <li>Students, teachers, and schools were given no credit for growth; all that mattered was a score of 300</li> </ul>	<p><b>The AMP scoring and reporting design emphasizes growth and progress towards meeting the standards.</b></p> <ul style="list-style-type: none"> <li>Designed to measure growth over the year from year to year</li> <li>Students are not labeled proficient or not; they achieve levels between 1 – 4</li> <li>Provides progress information for Alaska's ASPI accountability system and educator evaluation regulations</li> </ul>